DOCUMENT RESUME

ED 370 206 EA 025 841

AUTHOR Cordeiro, Paula; And Others
TITLE The Training of School Administrators: The Roles of Practitioners, Students, and Professors.
PUB DATE Feb 93
NOTE 30p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Orlando, FL, February 1993).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Education; *Administrator Role; Educational Administration; Elementary Secondary Education; Faculty Advisers; Higher Education; *Internship Programs; Program Evaluation; *School Administration; *Student Role; Teacher Role; Theory Practice Relationship
IDENTIFIERS *Connecticut Administrator Preparation Program

ABSTRACT

This paper focuses on the emerging role of practitioners, students, and professors in the preparation of school administrators. The first section provides an overview of the Connecticut Administrator Preparation Program (CAPP), a 2-year program based on core modules/courses, reflection sessions, and internship experiences. The second section describes the emerging roles of school practitioners, who participate in recruitment and selection, program development and evaluation, coteaching, student assessment and placement, and curriculum development. The third section examines students' roles. Data were derived from three surveys of a total of 17 CAPP participants; the average survey response rate was about 50 percent. A majority of the students reported that the internship and cohort experience were the primary differences between traditional programs and CAPP. They also placed high value on active student participation and opportunities for reflection. The fourth section describes faculty roles, which revolve around structural consideration, student supervision, program development, and teaching. Contains 9 references. (LMI)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

EA



ED 370 206

# The Training of School Administrators: The Roles of Practitioners, Students and Professors

by

Paula Cordeiro
University of Connecticut

Laura Boutilier
South Windsor, CT Public Schools

JoAnne Panicek
Glastonbury, CT Public Schools

Anna Salamone-Consoli
Hartford, CT Public Schools

Paper Presented at the Annual Conference of the American Association of School Administrators
Conference-Within-A-Convention

Orlando, Florida
February 13, 1993

EA 025 841

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P. Cordeiro

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The Training of School Administrators:
The Roles of Practitioners, Students and Professors

According to Pitner (1982) practitioners have four areas of complaints about administrator preparation programs. First, there are complaints "that graduate faculty have not had experience as line administrators." Secondly university programs do not provide opportunities "for applying theoretical knowledge to actual situations." A third factor involves the notion that theory itself is "too often irrelevant" to the real world needs. Finally, Pitner comments that practitioners are not "used in teaching and course development (p. 18)". Within recent years little has changed in the majority of administrator preparation programs since Pitner's report (Clark, 1988; Griffiths, 1988; Murphy, 1990; Peterson & Finn, 1985). However through the impetus of a variety of organizations, reports and foundations, innovative preparation programs are gradually becoming institutionalized; slowly becoming part of the mainstream of preparation programs (Barnett, et al., 1992; Cordeiro et al., 1992).

As these programs grow and develop, new and recurring issues arise. The dialogue needs to shift from the descriptive level of how one program prepares administrators, to how professors and practitioners collaborate in addressing issues that are critical to all sound, responsive preparation programs. A continuing conversation needs to be engendered so that the isolation which surrounded innovative preparation programs in past years, eventually leading to either their demise or the loss of the wealth of ideas they generated and change agent students they graduated, will not reoccur.

This paper focuses on the emerging roles of practitioners, students, and professors in the preparation of school administrators. We argue that the onus of responsibility which has predominantly been incurred by the university must be expanded to include the stakeholders. Although some functions are better undertaken by one of the stakeholders at any given time, the responsibility for training future administrators is the responsibility of players involved. The paper is divided into five sections. First, we will give an overview of one program and outline the evolving structure of that program including the emerging roles of the stakeholders. Secondly, we describe the emerging roles of practitioners and how they are grappling with their new found empowerment. Two vignettes written by CAPP practitioners are included. Section three details data from students who have either graduated from this program or are presently enrolled. It details the strategies students experience as they complete a "nontraditional' administration preparation program. The fourth section describes the changing roles of university professors.

**The Preparation of School Administrators**

Traditionally all content for administrator preparation programs fell under the governance of professors of educational administration. The only outside impact on program content tended to come from certification guidelines. Certification regulations usually included topics/course as: Contemporary Educational Issues; Supervision of Educational Organizations; Basic Concepts and Theories of School administration; Teacher Evaluation; Curriculum

Development, School Law etc. Additionally, a smorgasbord of courses besides the 12-18 certification credit hours were offered.

Some states have required an administrative internship with guidelines requiring approximately 150 hours working with a school administrator. The guidelines could be interpreted to mean that one hour, here or there, could be used towards this total required hours. Most guidelines do not stipulate that these experiences should be intensive and fall during hours when students are present. Additionally, many 'internships' have, and continue to occur in the building where the intern is presently working.

In most administrator preparation programs, practitioners have played peripheral roles: adjunct professors, guests for one class, a discussant on a panel and/or an internship site supervisor--for a clock hour style internship. It is rare to find practitioners simultaneously engaged in all three roles in a program. However, even if these practitioners have been involved in these roles, their impact on program structure, development, delivery and content have been minimal. Also, once the student graduated from the program, there was no further responsibility for that person's continued professional development on the part of any of the stakeholders.

**The Connecticut Administrator Preparation Program--CAPP**

CAPP is a two year administrator preparation program having three major features. They include: a) core modules/courses; b) reflection sessions; and c) internship experiences (see figure 1).

**Core Courses/Modules**

CAPP students receive a Sixth Year diploma in Educational Administration. The total program is 31 credits, 21 of which are core courses/seminars and/or modules. The following modules/seminars are taught: Group Dynamics; Supervision; The Art and Science of Teaching; Teacher Evaluation; Interpersonal Sensitivity; Staff Development; Policy Trends and School Restructuring; Social and Cultural Issues in Schools; School Finance Issues; Curriculum and Program Development; Information Technology; Legal Aspects of Education; School Based-Budgeting; Student Assessment; School/Community Relations; Leadership and Creativity. Activities and assignments in these courses are tied, as much as possible, to the internship.

**Reflection Seminars**

Reflection seminars are held monthly and last two to three hours. Topics for these seminars are generated and negotiated by students, mentors and university supervisors. As students progress in the program responsibility for facilitation of these sessions is dependent on their participation. Some sessions are wholly devoted to sharing of journal incidents while others might focus on a specific topic students feel needs to be addressed.

The Reflection Sessions act as filters or catalysts for the theory and practice aspects. Ideas discussed in the core classes (modules and seminars) are experienced in the internship. For example, the module on supervision might deal with a topic as peer coaching. The student might then carry out an activity during the internship that directly ties to peer coaching. At a reflection seminar the intern

would share a situation from his/her journal describing the incident and how the principal, or how the intern, dealt with the situation. Through logs and journals describing critical incidents and critical questions, students decide the focus of reflection seminars.

**Internships**

Ten credits out of the total thirty-one are devoted to the internship. All students must complete 90 days in internship settings. Placement and selection of mentors is jointly negotiated with the university, district and student. As the program evolves, greater responsibility for selection has been assigned to students and prospective mentors. Usually students are given the names of two to three mentors who have been previously screened and oriented to the program. Students set up appointments with these principals and they mutually decide if they would like to work together.

Internship formats vary greatly because they are individualized to meet the needs of the student, the student's home district, the mentor, and the mentor's district. The most common format is--15 days School Year I, 30 days Summer I, 15 days School Year II and 30 days Summer II. For some interns the 15 days are spread out during the school year, while for other the days are concentrated. Additionally, since students are place in districts other than the home district, additional days can often be found during the school year.

## The Emerging Roles of Practitioners

An underlying belief in CAPP has been that consulting and collaborating with outstanding field-based practitioners is a key to program growth and responsiveness. Practitioners have been

involved in CAPP in the following ways: recruitment, selection, program development, co-teaching; student assessment; curriculum development; program evaluation; placement of students; and future planning. For example, mentors attend book chats in which their role is to actively stimulate discussion and challenge students. We call these charlas--Spanish for 'lively discussions.' Mentors not only attend Reflection Seminars, but they also plan and facilitate these sessions, along with interns. The vignettes below describe the intense involvement of two CAPP practitioners.

**Laura Boutilier, Suburban Middle School Principal**

My involvement with the CAPP Program has been fairly extensive and varied. The first year I was fortunate to have an intern placed with me at Timothy Edwards Middle School for the spring semester from February to June. This internship was 90 full days.

Before the actual placement was made extensive interviews were conducted with the administrative aspirant and university supervisor. Initial conversations centered around his interests, strengths and potential areas for growth. These conversations laid the ground work for our subsequent decisions about appropriate areas for his involvement.

During the actual semester this individual was assigned office space, a phone was provided and he was treated as a member of the administrative staff in every way possible. (This even included adding his name to our Welcome Sign Board. A fact that did not go unnoticed by our parent community members!) I felt it was

important for hm, as well as for the benefit of the entire staff, that his transition to our school community be as smooth as possible.

The intern participated in all administrative meetings as well as daily events in the building. It was decided that he would preside over our curriculum coordinator's group. Not only did this provide training in how to run meetings but also experience in working with a very diverse group of professionals. The major tasks of the group were to develop a program of studies as well as assure coordination of the curriculum.

The day to day disciplinary responsibilities of an entering administrator became as integral part of how this individual spent his time. The added benefit of having three colleagues (our school has two associate principals) to react to, and ask questions about his decisions caused him to reflect on the choices that he made. In addition, he was an active participant in the supervision of teachers. During this time he had an opportunity to be involved in the evaluation of a marginal teacher who ultimately left our school, This experience will serve him well when forced with difficult teacher evaluation issues.

Although during the second semester the majority of budgeting and scheduling functions had already been completed, opportunities were provided for the individual to be involved in discussions and decisions on these important functions.

My involvement with an administrative intern was extremely beneficial for me personally. Not only did this individual learn and grow from the experience, but so too, did I. Through our weekly feedback sessions I was asked to explain and defend my decisions

and articulate the rationale behind some of my decisions. Even though I found we disagreed on various approaches to some issues, I had an opportunity to reflect on my approach as well as consider alternative responses to individual problems as did he.

There was an added benefit to our school by having an administrative intern. Projects that otherwise may have been left undone due to time constraints were completed. One example of this was the development of a printed curriculum study guide. This guide has since become an integral part of our program.

During CAPP II I had the opportunity to team teach a graduate course with a professor. My role was that of the practitioner who could speak to the topics under discussion and provide real life examples. I was also able to offer a current administrator's perspective to the issues at hand.

One of the things that initially struck me as I worked with this class was the difficulty the interns had moving from responding as a teacher to thinking as an administrator. They approached most tasks from a narrow subject-centered perspective rather than looking at the larger picture. Because I recently had undergone this growth process I was able to alert the students to my observation and share my experiences thereby encouraging the individuals to reflect on their own thought processing.

My involvement in CAPP has been in a variety of other roles as well. I attend Reflection Seminars, book chats, socials and other meetings tied to the internship and program content. For example, at a recent meeting CAPP II students were divided into groups of three and informally presented their portfolios to four practicing

administrators. We provided feedback on the contents of their portfolios including resumes and educational platforms.

During the summer of 1992 I had a CAPP II intern spend approximately one month with me. Although this student was completing an internship at the elementary school level, she wanted an opportunity to experience middle school administration as well. The student worked with myself and our associate principals and was responsible for planning and implementing our school orientation days for incoming sixth graders. Perhaps affording students multiple internship opportunities should be an integral part of administrator training programs.

Presently, I have another intern who is part of CAPP III. She will be working with us on a part-time basis this semester and during the coming school year. She has a total of 30 days of release time from her home district and sixty other days which she will spend at Timothy Edwards over two summers. Again, I look forward to the involvement with an administrative aspirant. I not only will be providing a practical training program for a critical position in the educational field, but I also see this as an opportunity for further personal growth.

**Anna Consoli, Urban High School Principal**

I made the decision to participate in the CAPP Program as a mentor because I have the greatest respect for the University, the CAPP Program and the Program Facilitator. Furthermore, I knew my intern, JoAnne, under a different educational setting and knew that she already possessed many qualities which I admired and deemed necessary for a positive Administrative experience. In other words,

I really thought that my job was going to be easy. It wasn't until I reflected on the type of relationship that my intern and I needed to establish in order to create a successful "Team"; nor, until I measured the level of vulnerability that I was willing to expose myself to; nor, until I defined what type of experience would truly constitute a well-rounded administrative internship that I realized the task ahead of us was going to be far from an easy one. The success of JoAnne's internship would depend greatly on my ability to juggle and reveal the many different aspects of my professional existence.

Much reflection and planning went into establishing ourselves as a Team. I had to plan how to bring JoAnne into an existing administrative structure which was functioning quite well. Our administrative Team has a sense of mission and a cohesiveness which could have been threatened by the inclusion of a new member. JoAnne's non-threatening manner and my desire to participate in the CAPP Program, contributed to the Vice Principals' willingness to accept JoAnne and so she started to participate in our formal and informal meetings. The extent of her active participation varied with the different topics with which we were dealing. In her neophyte state JoAnne listened and absorbed. She later took an active role in discussions and learned as she asked for further explanations and clarifications of issues, while continuing her reflections both with me and in class at the University. As for myself, I quickly learned that in order to provide JoAnne with a fulfilling internship I had to make her completely part of my administrative experiences. I had to allow JoAnne to enter the innermost part of my being. In doing so, I had to accept the

vulnerability which comes with my being closely watched and scrutinized. At times, I feel that JoAnne has me under a microscope hoping in my dissection to discover that secret gene which creates in me that trait called "administrator". Not possessing any secret, discernable quality, I shared myself with JoAnne to make her realize that I am a human being very prone to making mistakes, with very few answers to today's complex questions, who plans extensively to manage the uncertainty of the events of the day to maintain an atmosphere that is conducive to the personal development and growth of all of the individuals in our school. My commitment to those I serve is only surpassed by the commitment to create a better world through my involvement in setting its direction by working with its youth.

JoAnne's internship experiences were carefully planned to provide her with as much exposure to those areas which she would encounter when she got an administrative position. Her internship was planned after carefully analyzing her past experiences and career interests. I was as much a part of the planning as was JoAnne and her University Supervisor. Whenever JoAnne is at Bulkeley, every attempt is made to have her participate as an active learner in meaningful experiences. I feel an incredible sense of responsibility to make sure that her hours are filled with experiences from which she can learn. Our time together is much too short and yet our days at the high school are so intense I feel that she has learned much. I look forward to our time spent reflecting, analyzing, discussing and sharing for that time in my time to grow. I see my actions through JoAnne's analytical "fresh" eyes. She challenges me to provide her

with answers, [illegible] encourages me to share and stretch and grow with her and because of her, JoAnne is my intern; but, in turn, I have learned much from her.

**The Roles of Other Stakeholders**

In addition to the key roles played by principal mentors as Anna and Laura, other roles for practitioners are beginning to emerge as CAPP develops and becomes institutionalized. Superintendents and central office personnel are attending reflection seminars and social events. Attendance at these activities affords them an opportunity to discuss issues of importance in their districts. Additionally, it provides a forum in which they can see and hear interns discuss and debate educational issues.

These practitioners are also involved in recruitment and selection of CAPP candidates. While some districts conduct internal screening and recommend students to the program, others do not have these screening committees but they are still informed by the CAPP facilitator about the selection of a candidate from their district. For example, all CAPP applicants in addition to two CAPP designed nomination forms completed by fellow teachers, must have two nominations from school based administrators and/or central office personnel in their home district. Practitioners also serve on the CAPP selection committee which includes five to six people each with one vote. This committee is usually composed of 1-2 professors and 4-5 field-based members (a Superintendent, an Assistant Superintendent, a principal, a teacher, and a CAPP graduate). Finally, once a CAPP student is selected, the home district superintendent and

other relevant parties, receive a letter describing the internship commitment that is needed. The facilitator follows up by contacting the school district to ensure that district support for the intern will be forthcoming.

A role beginning to emerge is that of analyzing the program content and seeing how it better ties to the internship. All mentors, various district personnel, and other key stakeholders (i.e. relevant State Department of Education personnel) receive copies of module and course syllabi. Additionally, they are invited to all class sessions. They provide both formal and informal feedback regarding content to the University Supervisor during Triad Meetings as well as to the Program Coordinator. In addition to informal feedback, formal feedback via questionnaires, surveys and interviews allow these stakeholders to consult with program professors about CAPP's content.

**Students in Administrator Preparation Programs**

The information included in this section was obtained from a survey completed by CAPP students, including graduates and those who have dropped out of the program. CAPP I, which included and graduated four members, had a 50% (N=2) response rate. CAPP II, which is presently three quarters completed, had a 53% response rate with eight of fifteen possible students responding; although only eleven students remain in the program. CAPP III, which began in the fall of 1992 has 15 members. The response rate was 46% (N=7). Overall, the survey had a 50% response rate. Additional data were derived from a case study of the program conducted by the Danforth Foundation in the spring of 1992 (Milstein, in press).

**Intended Program Outcomes**

The survey data reveal that the majority of students agree the intended outcomes of CAPP are being met. The three outcomes and the students' responses are:

- To develop administrators who are consciously able to recognize the inherent uncertainty of schooling. (72% Strongly Agree; 28% Agree)

- To develop administrators who enjoin a wide range of theoretical and imaginative possibilities for acting on that uncertainty.(50% Strongly Agree; 39% Agree, .6% uncertain; .6% disagree)

- To develop administrators who act warrantably for the optimal empowerment of their faculty and students. (50% Strongly Agree; 44% Agree; .6% uncertain)

We would like to explore students' responses to eight areas: the internship; the cohort experience; program content and design; opportunities for reflection; active student participation; continued professional development; program responsiveness; and the emerging roles of student.

**The Internship**

Over 50% of respondents cited the internship, their mentor, reflection sessions, and the cohort as the program components which had the most impact on their professional development. The majority of respondents felt the internship and cohort experience were the primary differences between traditional programs and CAPP. The internship was described as a vehicle which enables students to engage in "authentic, self-directed learning." Students felt they had more opportunity and input to "shape their training"

when given the opportunity to develop objectives and long range goals which were critical to their professional development. One graduate summarized CAPP as "afford(ing) a more intensive, reflective and integrated experience" which included personalized seminars and a focused and invaluable internship. The internship was also described by another student as "the real thing, as authentic as being an assistant principal." Survey respondents ranked the value of the internship quite highly with a mean score of 4.6 on a 5 point scale.

Although students ranked the internship as a highly valuable component of their professional development they suggested it be extended and/or restructured to provide more "time on task" thus making it a more intensive, concentrated, continuous, and meaningful experience. One student stated, "Consider incorporating some of the "successful elements" of other Danforth preparation programs. For example, in the New Mexico model the students contribute a certain percentage of their salary to cover program expenses such as tuition, release time and substitutes, clerical and technical support assistance. This "built in support system" may allow the student some relief from the simultaneous rigors of maintaining a personal life, a full time job, and course work requirements and allow them to concentrate on their internship."

The program review conducted by the Danforth Foundation also recommended that "CAPP planners consider pressing districts to incrementally increase their release time commitment for interns, encourage students to make more efforts to find additional school

year days, ...even making financial contributions to cover substitute costs."

**The Cohort Experience**

As stated earlier the majority of students felt that being part of a cohort was a key element in their professional development. However, not all of the comments were favorable. One student commented, "There is a lot of competition in this cohort and I feel it has put additional stress on the group. I think this happens because of the nature of assignments." Another notable remark was, "I joined this program because I wanted to collaborate with and be exposed to the best and the brightest instructional personnel, mentors, peers, practicing administrators and resources. When I am assigned to group work I often feel like a "peer tutor" responsible for facilitating group process, providing materials, and "dogging" those who are not active contributors to the group to make sure our project receives a decent grade. At times, group membership is too large, people have difficulty meeting because of distance, and time constraints. All too often these factors contribute to tension among students and 'covert jockeying' for group assignments."

The value of the cohort is emphasized in the Danforth Foundation program review. "...the value of cohorts is emerging as a critical element in leadership preparation... as administration is redefined as a facilitative, team-based activity the value of cohorts as part of a preparation program becomes even more important...the cohort concept can be further enriched by inclusion of a retreat that emphasizes team building and group development near the beginning of the experience."

**Program Content, Delivery and Design**

Students reported classroom structures emphasizing cooperative work groups, collegial interaction, interdependence, and networking further enhanced their ability to actively participate. Collaborative teaching, simulations, role playing, case studies and site-based problem solving further promoted students' ability to actively participate in their learning process. Students credited course management that incorporated these elements. One student commented that the program "responsibly links theory with practice, contributes to student centered learning, and is appropriately focused on the education of the whole student."

Small class size and consistency of the cohort experience were factors also cited by survey respondents as conditions which contributed to a more individualized and personalized program.

Student ratings of the present team teaching model (mean score 4.1 on a scale of 5) suggest continued refinement of this concept. As one student stated, "Perhaps if more preplanning and actual 'team teaching' were done it would help alleviate four courses and projects being jammed into one semester, or worse yet, summer session. Although I like the concept of the modules, I don't think the teaching staff has adjusted to this format. Rather than distilling and presenting the essence or "orange juice concentrate" they try to squeeze 16 weeks into 3 or 4. The project work does not fit together either. Four separate projects/exams are assigned so that just an awareness level and/or superficial job can be done in order to meet deadlines....One of the things that must go is grandstanding and

failure to give up the quantity of material taught. Synthesis and integration is the key."

The previous recommendation is supported by the case study data which suggests; "Consider introducing modules at the outset of the program so students become acquainted with this approach. Role model the kinds of learning environments that cohort members will be expected to lead...Students in Educational Administration programs are mature learners. In fact, they are instructors themselves in other settings and they are taking on proactive leadership roles. Every effort should be made to provide learning experiences that reflect these facts. Some faculty may need to modify their traditional approaches to course management...it is incumbent upon faculty members to be open to this consideration and to seek ways of modifying their academic program content and delivery in ways that are more appropriate to the task of preparing educational leaders."

**Opportunities for Reflection**

According to the Danforth sponsored case study, the CAPP program provides a "variety of opportunities for active reflection. Students are encouraged to maintain journals of their thoughts, feelings and critical incidents; keep logs of daily internship activities and experiences, and develop a portfolio intended to show growth and establish a resource file for use when applying for jobs."

Responses from 94% of the respondents suggest they recognize and highly value (mean 4.2 on a scale of 5) the opportunities CAPP provides for reflection. In addition to maintaining journals, logs and developing portfolios, students recognize the importance of their full

participation in formal reflection sessions (mean score 4.2 on a scale of 5). Responses from this survey also indicate that students capitalize on opportunities for reflection through their interactions with professors, mentors, peers, surrogate mentors such as their building principals, and other practicing administrators. They also participate in book chats, informal gatherings, celebrations of successes, and through membership in professional organizations, and attendance at professional conferences. In essence, students recognize and value the opportunities CAPP provides and attempt to take advantage of every avenue that will lead them to new learning.

**Active Student Participation**

Students placed a high value on their ability to play an active role in the evolution and refinement of the CAPP program. They ranked opportunities for active student participation quite high giving it a mean score of 4.5 on a 5 point scale. Many expressed having the opportunity to affect course development was a "radical change from U-Conn's traditional master's program." They felt students should play an important collaborative role in program development and decision making providing practical, honest feedback pertaining to "what works, what doesn't, what needs to be changed, added or deleted."

Results of a program review conducted by the Danforth Foundation suggest "...there is an openness and positive attitude about program change. In addition to dialoguing, and completion of formal evaluations, students are required to spend the last 15 minutes of class time writing in their journals, responding to

questions posed about content and its delivery and what might need to be modified or added."

When asked what program components sustained their active involvement as adult learners students had various responses. Five students cited the "devotion to CAPP interns and the CAPP program on the part of the program coordinator." Another felt that "Availability of CAPP staff to answer questions, make suggestions, offer support..." helped to sustain their active involvement. One student commented that an "information network created by exposure to a variety of change agents' led to active involvement in the program's development. While another felt that "being recognized as a professional and having our experienced acknowledged" caused him/her to be actively involved.

Two respondents, including one who discontinued the program, felt their roles were relatively unchanged in CAPP (with the exception of the internship) compared to traditional graduate programs. They state that course work requirements and components, including research papers and projects, were essentially the same. Additionally, these two individuals said they felt they had no "voice" or "control" over content of courses and that "everything was picked...by people who 'believe(d)' they know what we need."

**Continued Professional Development**

The majority of survey respondents expressed their desire for the program to continue to play an active role in their professional development after graduation. Students would like CAPP to "provide an open forum for continued reflection, professional growth and contact," and would like to have an "open invitation" to attend

reflection sessions, charlas, workshops, modules and classroom sessions focusing on topics such as; contemporary issues in education, school law updates, innovations in curriculum and instructional, and current literature. One student suggested the "cohort might get together from time to time as a part of a sharing of 'real life' critical incidents." Another suggested a yearly "CAPPie Conference" and some expressed the desire to eventually become mentors in the program. Other students stressed the value and importance of maintaining the personal friendships and professional relationships they had formed within their cohort. Many students stated they hoped CAPP would continue to provide them with the invaluable networking assistance they had received during the program.

**Program Responsiveness**

When students were asked to respond to the statement; "CAPP is responsive to student suggestions for program modification, adaptation and refinement," 47% (8) strongly agreed, 24%(4) agreed, 18%(3) were uncertain, 6% (1) disagreed and 6% (1) strongly disagreed. Of those responding uncertain, two were members of the third cohort who have only completed one course in the program. Students commented that they feel their input is valued and active reflection and problem solving by students pertaining to program design, organization and content are encouraged to ensure that individual needs are more likely to be met. When students have the opportunity to share ideas, opinions, beliefs and values within the context of the cohort they are more likely to receive immediate and honest feedback from their peers regarding the efficacy of their

suggestions. This dialogue and debate further serves as one student stated "to continually shape and mold a program which is responsive to students' professional development needs." When asked if CAPP was responsive to varied stages of adult and career development and attempted to meet students' individual needs 41%(7) of respondents strongly agreed; 35%(6) agreed, 12%(2) were uncertain, 6%(1) disagreed and 6%(1) strongly disagreed.

Students also felt they had more opportunity to share their feelings and opinions and that their feedback was actively and consistently solicited from the program facilitator. This collaborative dialogue at times, resulted in classroom teaching/learning that was adapted, modified, or "tailored" to meet students' needs.

A CAPP I graduate suggested the program was more like a "prestigious professional activity" as opposed to a graduate program, that could only continue to 'stand alone' by the investment on the part of it's students."

**Emerging Student Roles**

Respondents suggested that part of their role as students could be as resource provider in their area(s) of expertise and suggested they be given the opportunity to present, facilitate and/or lead class discussions and more reflection sessions.

More control over certain instructional decisions was voiced by several students. Some felt they wanted more control over how they were assigned to group projects. One stated, "I would like to be paired more often with just one other person...who is closer to my stage of career development. Sometimes, I feel our groups are based on varied learning ability which places the burden on us to help

others along and/or spend time explaining. At times I don't feel this is my job as a student. I want to get as much as I can while I'm in the program... often we learn best from someone who is closer to our own level of development rather than someone who is light years away."

Additional roles students suggested included proactive recruiting of potential CAPP students, participating in the selection process for new cohort candidates and engaging in continuous "public relations" within their sponsoring school districts to maintain and broaden the scope of the district's support.

**Suggestions for Program Refinement**

When asked about program refinement respondents made numerous suggestions some of which are already underway. One student commented that s/he would like to see less lecture, "more creativity in course projects." Another wanted "Fewer papers to write." One person commented, "Papers are not as valuable as presentations and preparation of working documents...." More opportunities to "create concrete products that can be used in our portfolios and in our jobs" was also a typical sentiment. Other comments include: "Better integration of clinical experiences with course work"; while one student wanted "more simulations, mock interviews, [and] site visitations."

Although students were generally satisfied with evaluation procedures and feedback on their progress (mean score 4.1 on a scale of 5), several offered suggestions for refinement including: "... [consider] a new method of evaluation...is there a need to grade students or is it just policy?" Another commented, "A traditional

grading system doesn't seem to fit with the philosophy of the program." "I had no idea what kind of grade I was getting...as no grades were passed out during the semester," wrote another respondent. One thoughtful statement suggested, "Consider embedding evaluation within the natural constructs of the program. An example of this could be observing an intern presenting an awareness level workshop they have developed for teachers on a proposed innovation. Performance based assessment occurring in natural settings is meaningful, connects theory with practice and provides immediate feedback to students which in turn allows them to continually refine their works in progress, skills, and assists them to move further on the continuum toward fulfillment of the program's defined standards of quality, skills competencies and the intended program outcomes. Consider introducing the concept of portfolio assessment right at the beginning of the program. (This has been done for CAPP III.) Set clear standards and criteria for judging merit and quality work, provide examples of what should be included in a portfolio and emphasize that the portfolio must contain not only samples of work products, but evidence of student self-reflection and metacognition." A recommendation included in the program review conducted by the Danforth Foundation also suggests the school-community project, leadership project and portfolio activities be brought together in a synthesizing exercise at the conclusion of the program.

## The Changing Roles of Professors in Administrator Preparation

Professors involved in a program such as CAPP have very different roles from those they played in traditional programs. Additionally, because of the need to consult and collaborate with each other new issues and questions are beginning to be discussed and debated regarding expectations. There are four areas we will discuss here: structural considerations, the supervision of interns, program development and teaching.

### Structural Considerations

First, in order to be responsive to students involved in a program in which they are juggling their regular jobs, course/module requirements, and internship experiences, programs need to be restructured. Faculty must be willing to offer classes at times not typically scheduled (i.e. Saturday mornings, Friday evenings). Additionally classes might be held in a variety of off campus settings requiring professors to drive considerable distances.

### Supervision of Students

Since most traditional administrator preparation programs do not require internships, faculty visiting and planning activities for interns is a new role for many professors. All UConn faculty in the Educational Administration section are assigned intern supervision. Faculty must attend mentor orientation sessions. Additionally they are required to visit the internship sites and meet with the parties involved. These Triad meetings--intern, university supervisor (the faculty member) and mentor (the principal)--are regularly scheduled. University faculty may contact the mentor to discuss

intern progress and receive updates. Grades are assigned for the internship and must be mutually agreed upon by the university supervisor and mentor principal. This requires additional contact, discussion and perhaps negotiation.

Other responsibilities of university supervisors include completing data sheets on the student's progress. These updates are shared with the program facilitator in case district personnel need written documentation. University supervisors are also asked to attend reflection sessions and charlas.

**Program Development**

Traditionally professors have been concerned with their courses rather than how the content of those courses fits into the overall program. Inherent in the idea of a 'program' is the notion that there is some reason that this particular content, mode of delivery, activity, and/or assignment was chosen. In our section meetings these issues are discussed and debated. Input from all faculty is sought. The onus of responsibility is upon all faculty to contribute and explain why their content and ideas need to be included. Planning for future cohorts becomes the responsibility of all faculty rather than the facilitator, or instructor of the moment, alone.

**Teaching**

During the development of CAPP all section faculty have taught at least one module. In some cases modules and seminars are team taught, with practitioners or another faculty member. Different professors are assigned as 'seminar leaders' for the semester although they may only be teaching four or five sessions.

Since the development of CAPP a wider variety of instructional strategies and student assessments have been incorporated. Case studies, role plays, lecture and discussion, simulations, in-baskets, point-counterpoint panels, etc. have become integral to the program. Development of these materials has forced faculty to collaborate on curriculum projects.

## Continuing Challenges

As CAPP develøps and unfolds we are beginning to address a plethora of other issues. Should we maintain the present university grading system (A, B, etc.) What research questions and program evaluation questions need to be addressed? Etc. In this symposium we would like the audience to discuss these questions:

1. What roles can/should/do practicing administrators play in administrator preparation programs?
2. What roles should the student/intern play in preparation programs?
3. How can preparation programs tie theory to actual situations?
4. How can theory be made relevant and central to the real world needs of administrator preparation students and practitioners?

References

Barnett, B., Caffarella, R., Daresh, J., King, R., Nicholson, T., & Whitaker, K. (1992, February). A new slant on leadership preparation. Educational Leadership, 49 (5), 72-75.

Clark, D.L. (1988). Charge to the study group of the National Policy Board of Education Administration. Unpublished manuscript.

Cordeiro, P., Krueger, J., Parks, D., Restine, L. N., & Wilson, P. (1992). Taking stock: A study of the Danforth programs for the preparation of school principals. St. Louis, Missouri: The Danforth Foundation.

Griffiths, D.E. (1988). Educational administration: Reform PDQ or RIP. Occasional paper #8312. Tempe, AZ: University Council of Educational Administration.

Milstein, M. (In press). Changing the way we prepare educational leaders: the Danforth experience. Newbury Park, CA: Corwin Press.

Murphy, J. P. (1990). Restructuring the technical core of preparation programs in educational administration. UCEA Review. Fall.

Murphy, J. (1992). The landscape of leadership preparation. Newbury Park,CA: Corwin Press.

Pitner, N.J. (1982, February). Training of the school administrator: State of the art. Occasional Paper. Center for Educational Policy and Management, University of Oregon, Eugene Oregon.

Peterson, K, & Finn, C. (1985, Spring). Principals, superintendents, and the administrator's art. The Public Interest, 79, 42-62.